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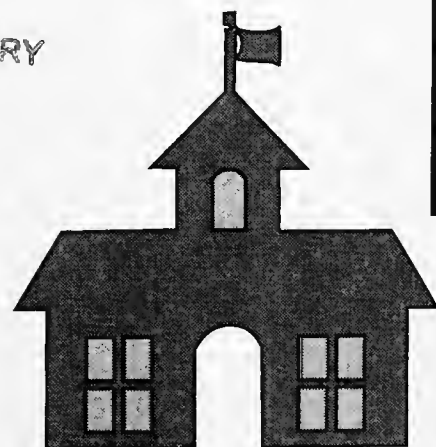
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Tobacco Use Prevention and Education

*A Comparative Status Report
of Tobacco Use Prevention Education
in Montana Schools*

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Tobacco Use Prevention and Education

***A Comparative Status Report of Tobacco Use Prevention Education
in Montana Schools***

April 2001

Office of Public Instruction

Tobacco Use Prevention and Education in Montana Schools

Throughout this document, the term "tobacco education" includes and is used interchangeably with the terms "Tobacco Use Prevention Education" and "Tobacco Use Prevention and Education Program."

General Findings

Ninety-five percent (95 percent) of reporting districts provide tobacco use prevention education as part of Health Enhancement. *Nationally, the percent of school districts that provide tobacco use prevention education ranges between 90-100 percent.*

Ninety-four percent (94 percent) of Montana school districts have a written tobacco use prevention policy.

Sixty-eight percent (68 percent) of reporting districts have teachers who have been trained in effective classroom teaching strategies. *Nationally, forty percent (40 percent) of teachers have received at least four hours of in-service training on tobacco use prevention education in the past two years.*¹

Nearly nine of 10 (88 percent) districts inform parents about tobacco use prevention policies for students.

Reference:

1 School Health Education Profile Report, CDC, 1998 (MMWR August 2000)

Introduction

The Office of Public Instruction (OPI), through an interagency agreement between the Department of Public Health and Human Services (DPHHS) and its Montana Tobacco Use Prevention Program (MTUPP), provides assistance to schools to expand and strengthen the capacity of schools to implement effective, age appropriate, skills-based tobacco use prevention programming. This interagency agreement is designed to keep young people from initiating the use of tobacco products and to help youth who use tobacco products to stop. The interagency agreement targets efforts to increase the number of schools providing tobacco use prevention efforts and assists local school districts to focus efforts on developing, adopting and enforcing tobacco-free school policy.

The efforts of OPI's Tobacco Use Prevention and Education Program are based on the Centers for Disease Control and Prevention (CDC) *Guidelines for School Health Programs To Prevent Tobacco Use and Addiction*. These guidelines are designed to help school personnel plan, implement and assess educational programs and school policies to prevent tobacco use. Additionally, these guidelines recommend strategies that have been shown effective in preventing tobacco use among youth.

In order to better understand what Montana schools are providing as comprehensive health education targeting tobacco use prevention and what schools may need from the OPI to enhance their local programs, the OPI distributed a self-reporting questionnaire to all Montana school superintendents in March 2001. The status report follows.

The questionnaire was based on the CDC *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*. These guidelines recommend seven strategies that are effective in the prevention of tobacco use among youth. Schools should implement all seven of these recommendations to ensure greatest impact. The recommendations are:

- to develop and enforce a school policy on tobacco use;
- to provide instruction about the short- and long-term negative physiologic and social consequences of tobacco use, social influence on tobacco use, peer norms regarding tobacco use, and refusal skills;
- to provide tobacco-use prevention education in kindergarten through 12th grade. This instruction should be especially intensive in junior high or middle school and should be reinforced in high school;
- to provide program-specific training for teachers;
- to involve parents or families in support of school-based programs to prevent tobacco use;
- to support cessation efforts among students and all other staff who use tobacco; and
- to assess the tobacco use prevention program at regular intervals.

The results from the self-reporting questionnaires are presented in the **Findings** section of this report. The March 2001 questionnaire and the aggregate data from all respondents to the questionnaire are given in Appendix A.

Note: The questionnaire was intended to be complementary to the School Health Education Profile (SHEP) survey that OPI conducts in Montana every other school year. The data from the SHEP provide insight into the following areas regarding tobacco use:

- Policy: adopt and implement age and developmentally appropriate tobacco use prevention education in all grades served by the local education agency;
- Cessation: support cessation efforts among students and all school staff who use tobacco;
- Education: develop, strengthen, and implement planned, sequential, skills-based coordinated tobacco use prevention curriculum; and
- Training: provide staff development for teachers to acquire the skills needed to deliver skills-based tobacco use prevention curriculum.

Methods and Limitations

An informal, non-random survey regarding tobacco use prevention and education was sent to 196 public school district superintendents and 56 county superintendents. The return rate was 53.9 percent (136 of 252). The survey instrument is shown in Appendix A.

Analysis of the data was limited to totaling of responses, converting the raw number to a percent of total responses, and cross tabulations of a few data elements. No effort was made to identify districts or to categorize districts (e.g., elementary or secondary, large or small, urban or rural). The results contained in this report represent the responses from those districts that elected to participate in the survey and should not be generalized to all Montana school districts.

This questionnaire attempted to establish specifics about what schools offer as tobacco use prevention education. Among the questions the questionnaire was designed to answer were:

- Is the tobacco use education program designed to help students acquire age appropriate knowledge and skills?
- Is the content sufficient to provide a comprehensive understanding of the health and social consequences associated with tobacco use?
- Does the school district have a tobacco-free policy and does this policy contain all elements of the CDC guidelines?
- Does the school district assist students and staff with tobacco cessation efforts?

Findings

The data from the survey are aggregated for all responding districts. Because only voluntary district identifiers were solicited in this survey, the data cannot be disaggregated into subparts for high school districts, elementary districts or K-12 districts. Users of the data are cautioned not to make generalizations about a particular subset of the data (for example, it is not possible from this data to ascertain what elementary schools may or may not include in their content areas within their tobacco use prevention education).

As much as possible, the findings are presented in tables.

Table 1 shows a comparison between the 2000 SHEP and the 2001 Tobacco Use Prevention Education Questionnaire (TUPEQ). This data shows a comparison where comparisons are possible.

<p>Table 1.</p> <p style="text-align: center;">Tobacco Use Prevention Education <i>Sources: 2001 Tobacco Use Prevention Education Questionnaire (OPI)</i> <i>2000 Montana School Health Education Profile</i></p>			
<i>Percent of responding districts that ...</i>	<i>SHEP Middle 2000</i>	<i>SHEP High 2000</i>	<i>TUPEQ 2001</i>
Teach tobacco use prevention education	89%	87%	95%
Teach tobacco use prevention education grades K-5	53%	53%	85%
Teach tobacco use prevention education grades 6-8	88%	82%	95%
Teach tobacco use prevention education in grades 9-12	63%	72%	80%
Have teachers who have received training in specific tobacco use prevention curriculum	40%	65%	68%

School districts have a written tobacco use policy for all students	99%	99%	94%
School districts have a written tobacco use prevention policy for staff	77%	74%	82%
Communicate the tobacco use prevention policy to students in their student handbooks	99%	100%	90%
Post the tobacco prevention policy in visible places on school grounds	56%	54%	60%

Table 2 shows the baseline data for Montana schools regarding **Tobacco Use Prevention Education**.

<p>Table 2.</p> <p>Tobacco Use Prevention Education</p> <p>Education</p> <p><i>Source: 2001 Tobacco Use Prevention Education Questionnaire (OPI)</i></p>	
<i>Percent of responding districts that include the topic of education ...</i>	TUPEQ 2001
Tobacco use education included as part of a more comprehensive school health education program in your district	90%
Tobacco use prevention education taught in school district	95%
Tobacco use prevention taught at the following grade levels:	
a. Elementary grades (any of grades K-5)	85%
b. Middle school grades (any of grades 6-8)	95%
c. High school grades (any of grades 9-12)	80%
School districts with specific planned curriculum lessons on tobacco use prevention	77%
Tobacco use prevention lessons that include knowledge and skills students can use to avoid using tobacco	83%
School district's tobacco use prevention education taught by:	
a. a classroom teacher	64%
b. a health education teacher	90%
c. a teacher has been trained in effective tobacco use prevention curriculum	72%
d. knowledgeable "outside" speakers whose information is consistent with district policy	49%
Tobacco use prevention lessons include peer education and/or youth leadership	51%
District provides training for teachers in specific tobacco use prevention curriculum	68%
District assesses the effectiveness of the training for teachers in tobacco use prevention curriculum	29%
District assesses the effectiveness of the tobacco use prevention curriculum and Instruction	53%
There is a plan for evaluating and revising the district's tobacco use prevention education program	45%

Table 3 shows the baseline data for school districts with **tobacco-free school policies**.

<p>Table 3.</p> <p>Tobacco Use Prevention Education Policy</p> <p><i>Source: 2001 Tobacco Use Prevention Education Questionnaire (OPI)</i></p>	
<i>Percent of responding districts that have tobacco-free school policies ...</i>	TUPEQ 2001
School districts have a written tobacco use prevention policy for students	94%
Districts have a written tobacco use prevention policy for staff	82%
School districts have a written tobacco use prevention policy for all persons	76%
There is a school policy banning all tobacco products on campuses	82%
School policies have a clear no-use and no-possession statement at all times for all students	93%
Policy has a clear no-use statement at all times for all staff	68%
Policy has a clear no-use statement at all times for other individuals visiting or using the school or any of its property	59%
Policy has a ban on tobacco advertising on school property, at school functions, or in school publications	71%
The tobacco-free school policy was adopted during the present year	15%
Policy has support for classroom-based instruction on tobacco use prevention, including training for teachers whose instructional duties would include tobacco use prevention content	57%
The tobacco use prevention policy is communicated to students in their handbooks	90%
The tobacco use prevention policy is communicated to staff in their handbooks	79%
The tobacco use prevention policy is communicated to other individuals in the community	64%
The tobacco use prevention policy is posted in visible places	60%
Parents are informed about the tobacco use prevention policy for students	88%
The tobacco use prevention policy is communicated to staff at meetings and staff development programs	68%
The policy has enforcement provisions for violations	86%

Table 4 shows the baseline data for student and staff tobacco use violations, the additional methods for presenting tobacco use information, and cessation opportunities for staff and students.

Table 4. Tobacco Use Prevention Education Violations, Information, and Cessation Source: 2001 Tobacco Use Prevention Education Questionnaire (OPI)	
<i>Percent of responding districts that collect data and provide cessation referrals ...</i>	TUPEQ 2001
The district collects data on staff violations of tobacco policy	27%
The districts collect data on student violations of the tobacco policy	76%
The district schools assesses the effectiveness of its tobacco use policy	47%
The district integrates tobacco use prevention into co-curricular activities	83%
The district integrates tobacco use prevention education into youth service/youth development activities	57%
The district sponsors tobacco use prevention school-wide activities	61%
The district provides prevention education and access to cessation programs for students using tobacco rather than solely punitive measures	51%
The district provides access and referral to cessation programs for staff	45%

Beyond the short response items on the survey, districts were asked to provide a brief narrative as to what help they could use from the OPI to achieve the district goals regarding tobacco use prevention education. There were 29 responses categorized into the areas listed in Table 5.

Table 5. Tobacco Use Prevention Education District Comments for OPI Assistance Source: 2001 Tobacco Use Prevention Education Questionnaire (OPI)	
	Number of Responses
<i>There is a need for ...</i>	TUPEQ 2001
Increased funding	8
Supplementary materials and information (list of videos, monthly statistics, abstinence information)	7
Workshops for teachers and staff development (classroom strategies and activities)	5
Policy development and enforcement	5
Cessation (staff and students)	2
Native American traditional use of tobacco and smokeless tobacco	2

All responding districts provide tobacco use prevention information to their students. The range of what is provided may be as minimal as "awareness" only (e.g., handing out a brochure) to a comprehensive skills-based education program designed to give students the skills they will need to avoid tobacco use.

This survey was used to establish the percent of responding districts that provide a tobacco use prevention education program that meets certain criteria. These criteria and the percent of districts meeting each are listed in Table 6.

Table 6. Criteria for Effective Tobacco Use Prevention Education and Percent of Responding Montana Districts Meeting Each Criterion based on the <i>CDC Guidelines for School Health Programs to</i> <i>Prevent Tobacco Use and Addiction</i> <i>Source: 2001 Tobacco Use Prevention Education Questionnaire (OPI)</i>	
<i>Criterion</i>	<i>TUPEQ 2001</i>
Develop and enforce a school policy on tobacco use:	94%
- a ban on all tobacco products on school campuses	82%
- a clear no-use and no-possession statement at all times for all students	93%
- a clear no-use and no-possession statement at all times for all staff	68%
- a clear no use statement at all times for other individuals visiting or using the school or any of its property	59%
- a ban on tobacco advertising on school property, at school functions, or in school publications	71%
- enforcement provisions for violations of the policy	86%
- Support for classroom-based instruction on tobacco use prevention, including training for teachers whose instructional duties would include tobacco use prevention content	57%
Provide tobacco use prevention education in kindergarten through 12 th grade:	
Elementary grades K-5	85%
Middle school grades 6-8	95%
High school grades 9-12	80%
Provide program specific training for teachers	68%
Involve parents or families in support of school-based programs to prevent tobacco use	88%
Support cessation efforts for students	51%
Support cessation efforts for staff	45%
Assess the tobacco use prevention program at regular intervals	45%

Summary

Tobacco use prevention education occurs with common frequency in Montana schools. Ninety-five percent of responding districts report that tobacco use prevention education is provided to their students (ref: this survey). Further, 43 percent of Montana high school principals and lead health teachers and 88 percent of Montana middle school principals and lead health teachers reported they provide tobacco use prevention education in school (ref: 2000 School Health Education Profile).

Even with this frequency, there is still more that needs to be done. Schools need to adopt clear policy guidelines consistent with the CDC *Guidelines for School Health Programs to Prevent Tobacco Use Prevention*—whether that be school board policy, curricular frameworks, scope and sequence charts, or content-specific guidelines—that address several key elements for ensuring quality, effective tobacco use prevention education is provided to students. Adequately addressing each of the following items will provide consistency and continuity to what a district provides to students in its tobacco use prevention education program. Effective programs will:

- develop and enforce a school policy on tobacco use;
- provide instruction about the short- and long-term negative physiologic, and social consequences of tobacco use, social influence on tobacco use, peer norms regarding tobacco use, and refusal skills;
- provide tobacco-use prevention education in kindergarten through 12th grade; (this instruction should be especially intensive in junior high or middle school and should be reinforced in high school);
- provide program-specific training for teachers;
- involve parents or families in support of school-based programs to prevent tobacco use;
- support cessation efforts among students and all other staff who use tobacco; and
- assess the tobacco use prevention program at regular intervals.

Other Information

The Office of Public Instruction has provided, either directly or through a collaborating agency (e.g., the state health department), the assistance schools indicated in Table 5 that they are seeking. Specifically, the OPI has provided:

- Curriculum planning guidelines, model lesson plans and tobacco information for grades K-12;
- Tobacco use prevention education is consistent with recommendations from CDC;
- Geographically distributed teacher-training workshops in age-appropriate, effective classroom strategies for tobacco use prevention education, including CDC-recommended "programs that work." The trainers for these workshops include OPI staff and Montana teachers who have received extensive training in tobacco use prevention education strategies for the classroom setting. Additionally, the trainers address Native American traditional tobacco and smokeless tobacco use during tobacco prevention workshops;
- Policy guidance documents for schools and local technical assistance to implement the policies;
- The Youth Risk Behavior Survey, School Health Education Profile, Prevention Needs

Assessment and information from the state health department on current trends in tobacco use among Montana youth;

- Information that, when coupled with local needs, can be useful in supporting the need for school-based tobacco use prevention education;
- Information about cessation services, including locations and telephone numbers, are provided to students and staff at teacher-training workshops; and
- School-based cessation information services are supported through the use of the Tobacco Education Program and the Tobacco Awareness Program.

Recommendations for the OPI

- Maintain and increase the number of districts that provide tobacco use prevention education as part of their health enhancement program. (Currently, 95 percent of reporting districts do so.¹)
- Increase the number of districts that include sufficient topic areas in their tobacco use prevention education programs to give students an understanding about the short- and long-term physiologic and social consequences of tobacco use, social influences of tobacco use, peer norms regarding tobacco use, and refusal skills.
- Increase the number of districts that have teachers trained in effective classroom teaching strategies regarding tobacco use prevention education. (Currently, 68 percent of reporting districts have trained teachers.¹)
- Increase the number of districts that have a plan for evaluating their tobacco use prevention education program. (Currently, 45 percent of reporting districts indicate they have an evaluation plan.¹)
- Increase the number of districts that have a policy that fully complies with the CDC *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction* which includes:
 - ❖ a ban on all tobacco products on school campuses;
 - ❖ a clear no-use and no-possession statement at all times for all students;
 - ❖ a clear no-use and no-possession statement at all times for all staff;
 - ❖ a clear no-use statement at all times for other individuals visiting or using the school or any of its property;
 - ❖ a ban on tobacco advertising on school property, at school functions, or in school publications;
 - ❖ enforcement provisions for violations of the policy;
 - ❖ support for classroom-based instruction on tobacco use prevention, including training for teachers whose instructional duties would include tobacco use prevention content;

- ❖ providing instruction about the consequence of tobacco use;
- ❖ providing tobacco-use prevention education in kindergarten through 12th grade;
- ❖ providing program specific training for teachers;
- ❖ involving parents or families in support of school-based programs to prevent tobacco use;
- ❖ supporting cessation efforts for students;
- ❖ supporting cessation efforts for staff; and
- ❖ assessing the tobacco use prevention program at regular intervals.

References:

- 1 *Tobacco Use Prevention Education Questionnaire, OPI, 2001.*
- 2 *School Health Education Profile, OPI, 2000.*

Appendices

Appendix A

Tobacco Use Prevention Education Questionnaire

The percentages listed may not equal 100 percent due to rounding or no answer. There were 136 respondents to this questionnaire (136 of 252 for a 54 percent return rate).

Information you provide in this questionnaire will be confidential. Your district information will not be released in any form; only state results will be used. Please provide a response to every item.

Optional: MASS Region _____

District Name and County _____

	Question	Yes	No	Not Sure
	EDUCATION			
1.	Is tobacco use education included as part of a more comprehensive school health education program in your district?	90%	4%	6%
2.	Is tobacco use prevention education taught in your district?	95%	0%	5%
3.	Is tobacco use prevention taught at the following grade levels in your district (mark all that apply; mark "N/A" for grades that do not apply to your district)?			
	a. Elementary grades (any of grades K-5)?	85%	3%	12%
	b. Middle school grades (any of grades 6-8)?	95%	1%	4%
	c. High school grades (any of grades 9-12)?	80%	7%	13%
4.	Does your district have specific planned curriculum lessons on tobacco use prevention?	77%	14%	9%
5.	Do these tobacco use prevention lessons include knowledge and skills that students can use to avoid using tobacco?	83%	0%	17%
6.	Is your district's tobacco use prevention education taught:			
	a. by a classroom teacher?	64%	11%	25%
	b. by a health education teacher?	90%	0%	10%
	c. by a teacher who has been trained in effective tobacco use prevention curriculum?	72%	10%	18%
	d. by knowledgeable "outside" speakers whose information is consistent with district policy?	49%	28%	33%
7.	Does your tobacco use prevention lessons include peer education and/or youth leadership programs?	51%	35%	14%
8.	Does your district provide training for teachers in specific tobacco use prevention curriculum?	68%	21%	11%
9.	Does your district assess the effectiveness of the training for teachers in the tobacco use prevention curriculum?	29%	54%	17%
10.	Does your district assess the effectiveness of your tobacco use prevention curriculum and instruction?	53%	35%	12%

	Question	Yes	No	Not Sure
11.	Is there a plan for evaluating and revising your district's tobacco use prevention education program?	45%	36%	19%
	POLICY			
12.	Does your district have a written tobacco use prevention policy for students?	94%	0%	6%
13.	Does your district have a written tobacco use prevention policy for staff?	82%	15%	3%
14.	Does your district have a written tobacco use prevention policy for all persons?	76%	20%	4%
15.	Does your policy have a ban on all tobacco products on campuses?	82%	15%	3%
16.	Does your policy have a clear no-use and no-possession statement at all times for all students?	93%	4%	3%
17.	Does your policy have a clear no-use statement at all times for all staff?	68%	24%	8%
18.	Does your policy have a clear no-use statement at all times for other individuals visiting or using the school or any of its property?	59%	32%	9%
19.	Does your policy have a ban on tobacco advertising on school property, at school functions, or in school publications?	71%	18%	11%
20.	Did you adopt your tobacco-free school policy during the present year?	15%	74%	11%
21.	Does your policy have support for classroom-based instruction on tobacco use prevention, including training for teachers whose instructional duties would include tobacco use prevention content?	57%	28%	15%
22.	Is your tobacco use prevention policy communicated to students in their handbooks?	90%	0%	10%
23.	Is your tobacco use prevention policy communicated to staff in their handbooks?	79%	15%	6%
24.	Is your tobacco use prevention policy communicated to other individuals of the community?	64%	26%	10%
25.	Is your tobacco use prevention policy posted in visible places?	60%	31%	9%
26.	Are parents informed about the tobacco use prevention policy for students?	88%	3%	9%
27.	Is your tobacco use prevention policy communicated to staff at meetings and staff development programs?	68%	18%	14%
28.	Does your policy have enforcement provisions for violations of the policy?	86%	7%	7%
	OTHER			
29.	Does your district collect data on staff violations of tobacco policy?	27%	51%	22%
30.	Does your district collect data on student violations of the tobacco policy?	76%	15%	7%
31.	Does your school assess the effectiveness of your tobacco use policy?	47%	31%	22%
32.	Does your district integrate tobacco use prevention into co-curricular activities?	83%	5%	12%
33.	Does your district integrate tobacco use prevention education into youth service/youth development activities?	57%	26%	17%
34.	Does your district sponsor tobacco use prevention school-wide activities?	61%	27%	12%
35.	Does your district provide prevention education and access to cessation programs for students using tobacco rather than solely punitive measures?	51%	35%	14%
36.	Does your district provide access and referral to cessation programs for staff?	45%	39%	24%

Appendix B

Reference: 1 *School Health Education Profile, Middle School Lead Health Educators, OPI, 2000.*

Extent of Health Education¹

- 93 percent of high schools and middle schools teach health education as a required course
- 23 percent of Montana schools require four or more health education classes in grades 6-12
- required health education is taught in ...
 - 70 percent of schools at the grade 6 level
 - 89 percent of schools at the grade 7 level
 - 88 percent of schools at the grade 8 level
 - 91 percent of schools at the grade 9 level
 - 92 percent of schools at the grade 10 level
 - 11 percent of schools at the grade 11 level
 - 9 percent of schools at the grade 12 level
- 71 percent of schools allow students to be exempted from health class by parental request. Of those schools that do allow students to be exempted, 86 percent report that parental request for exemption is made for less than 1 percent of students.

Tobacco Use Prevention Education

Ninety-nine (99 percent) of Montana schools have adopted a policy prohibiting tobacco use by students.

Of those schools one-hundred (100 percent) of the students are informed about tobacco-free school policy through their student handbooks.

Data from the SHEP middle school lead educators survey indicate that during school year 2000-2001, ninety-nine (99 percent) of health teachers tried to increase student knowledge of tobacco use prevention education. This included a variety of tobacco use prevention education topics in their health course classroom instruction. These topics and the percent of health teachers that included them are¹:

- | | |
|--|-----|
| - short-term health consequences of tobacco use | 95% |
| - long-term health consequences of tobacco use | 96% |
| - benefits of not smoking | 93% |
| - risks of pipe and cigar smoking | 82% |
| - short-term consequences of using smokeless tobacco | 89% |
| - long-term consequences of using smokeless tobacco | 93% |
| - benefits of not using smokeless tobacco | 89% |
| - the number of young people who use tobacco | 84% |
| - influences of families on tobacco use | 85% |

As an administrator/superintendent, what help could you use from the Office of Public Instruction to accomplish your district's tobacco use prevention education goals and outcomes?

Thank you for completing this questionnaire.
Please return by March 19, 2001. Use the postage-paid envelope and mail to:
Darcy Stevens
Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

- | | |
|---|-----|
| - influences of media on tobacco use | 92% |
| - social and cultural influences on tobacco use | 82% |
| - prevention or cessation services | 63% |

Less than half (40 percent) of the lead health teachers in Montana schools have attended a training regarding tobacco use prevention in the last two years. Two-thirds (68 percent) of lead health teachers would like more staff development training in effective instructional strategies for tobacco use prevention.

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Linda McCulloch, Superintendent

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